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ABSTRACT

The Accident Rehabilitation and Compensation Insurance Corporation (ARCIC) provides no-fault rehabilitation and compensation to all New Zealanders. In order to meet the training needs created by ARCIC's recent shift to a case management approach, the Victoria University of Wellington instituted a program to train case managers. The 27-week program of professional education includes seven 1-week modules completed over the course of 12 weeks, with directed study and group-work tasks built into each alternative week to allow students to explore how the learning module might be applied in the workplace. A supervised 14-week practicum follows the 12-week module. As part of their coursework in principles and practices of rehabilitation, students explore development of interpersonal skills, reconstruction of critical incidents, and experience with self and peer feedback. Expected outcomes include a working knowledge of basic management competencies: teamwork, team building, planning, motivation, interpersonal communication, goal setting, and decision making. In order to understand indigenous clients, students spend 5 days and 4 nights in a noho marae (stay-over at a Maori meeting house), participating in the daily rituals of their hosts. The program has graduated 115 students who have provided evaluation feedback on the program. (SAS)

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THE DIPLOMA IN REHABILITATION STUDIES - THE BIRTH OF A NEW FORM OF INDUSTRY-DRIVEN LEARNING

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Abstract
The concepts of action learning and androgogy inform the Diploma in Rehabilitation Studies, a course founded on a partnership between industry and academia. Participants will be able to experience examples of the interactive material from the personal and professional development module and gain insights into the marae-based module.

This paper will provide a brief overview of accident compensation in New Zealand, the development of the Diploma in Rehabilitation Studies, and the course itself, with two aspects in detail and future directions.

Accident Compensation has been part of New Zealand's social structure for 21 years. First as the Accident Compensation Commission, then as a Corporation, and since 1992 as the Accident Rehabilitation and Compensation Insurance Corporation (ARCIC). ARCIC provides for no-fault, rehabilitation and compensation insurance 24 hours a day to all New Zealanders. The purpose of ARCIC is to: "reduce the social, economic and physical impact of personal injury on individuals and the community." (Strategic Directions 1994-1997, p. 3). The principles and parameters of ARCIC operations are set out in the ARCIC Act 1992, which describes the main areas of activity as injury prevention, rehabilitation and compensation. Originally ARCIC had a clerical function as a processor of compensation payments. However, since the introduction of Case Management in March 1994, there has been a move towards an integrated managed care philosophy across the Corporation's activities, from injury prevention to rehabilitation. The aim of Case Management is to provide a high quality outcome-focused service, resulting in a faster and better recovery for claimants and ultimately a reduction in duration and costs of claims. It is within the context of the move toward Case Management that the development of the Diploma in Rehabilitation Studies must be seen.

Development of the Course
The Diploma in Rehabilitation Studies is a programme of professional education and training which represents the combined efforts of a number of people to produce an industry training contract between ARCIC and the Applied Social Sciences Department of Victoria University of Wellington, New Zealand. Some in-house training had been provided by ARCIC after the introduction of Case Management. However, it was soon realised that a more comprehensive training programme was needed to meet the new demands of Case Management. It is vital that the skills and knowledge learned on the course are transferable to the workplace, so that ARCIC receives a return on its investment. Therefore, the course has sought to redress the "fade-out" effect often associated with training, by involving the Organisation as much as possible at every stage of the process.

In order to deliver a programme which would meet the needs of both the organisation and the students, the course was designed around the following educational principles. It was considered of primary importance that an adult learning model (androgogy) be used, so as to build on the life and work experience of the students. This concept is supported by Maier (1994) who states that "knowledge aquisition demands a linking of new learning with existing understanding, by expanding the learner's knowledge repertoire" (p. 3). Many of the students come from a background incorporating little or no tertiary education, and hence felt quite daunted at the prospect of attending a university course. A learner-centered approach has been taken by providing learning opportunities which offer a mix of theory and practice, personal reflection and inquiry. In addition, there are lectures by practice specialists and researchers from the health and rehabilitation field, small group tasks, activity-based learning, personal and professional skill development and directed study. The entire course is based around an

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action learning philosophy where the students are encouraged, and indeed required, to relate their experiences and learning back to their work environment.

The concept of action learning was introduced by Reg Revans in the late 1940s and became more accepted in management circles with the setting up of the Action Learning Trust in the United Kingdom in 1977. Revans (1982) used action learning in organisations to assist them in solving their own problems rather than having the traditional expert consultant come in and tell the staff what to do. He argued that the people actually doing the tasks would be best suited to solving their own problems and working through change within the organisation - thus empowering the staff. In essence it is an extension of Kolb's (1984) experiential learning cycle with the addition of what Revans termed "programmed knowledge" i.e., making use of literature and resources pertinent to the situation. In addition, emphasis has been put on the concept of the reflective practitioner (Schön, 1984) encouraging professionals to reflect on what they have done and to learn from their experiences. The model of action learning is best used with adult learners as they will have built up both personal and professional experiences which can be developed and drawn on for reflection. Furthermore, the commitment to continuous learning is emphasised in action learning and as such can be seen as a useful model for human service agencies which are constantly changing and needing to be able to respond quickly.

The Course

The Diploma in Rehabilitation Studies attempts to maintain a balance between the needs of the Organisation and the students. It is offered as a 27-week programme of professional education and training for Case Managers within the ARCIC. The course involves seven one-week modules completed over the course of 12 weeks, with directed study and group work tasks built into each alternative week when students complete assignments and explore how the learning from each module might be applied back to the work place. These study weeks are seen as integral to the concept of developing reflective practitioners, in that they enable students to reflect on the content of the preceding module and how it applies to their work situation. This builds on the notion that often more is learned when less content is covered (Maier 1994). The students are required to keep a journal throughout the 27 weeks, which encourages them to develop the habit of reflecting on their daily experiences, rather than merely 'doing' or 'participating' in activities and classes.

A supervised 14-week practicum follows the 12-week modular part of the Diploma. During the practicum the students fulfil the requirements of their individual learning contract, carry out a practice study, undertake a taped interview and complete their rehabilitation project. The Learning Contract and project require the student to consult with their Branch Manager and Principal Case Manager in addition to the University staff, to explore appropriate topic areas and negotiate the support made available to them by ARCIC at the branch level. During the Practicum the students are expected to carry out their normal duties as a Case Manager, so as to practice and apply their newly found skills and knowledge. The Learning Contract must be endorsed by all parties as it forms the basis for evaluation over the practicum period. Performance during the practicum is assessed by determining whether all the specified objectives in the Learning Contract have been achieved. At the end of the practicum, students attend one further call-back module to review and evaluate their learning contracts and to report on their project findings.

Students are enrolled in five papers and there are 10 pieces of formally assessed work during the course of the programme, consisting of written and oral assignments, including one group project. Closer consideration will now be given to aspects of two of the papers - Principles and Practice of Rehabilitation and Applied Social Research: Culture, Gender, Class, Age and Ability - as these illustrate some of the more experiential aspects of the course.

Personal and Professional Development - Part of Principles and Practice of Rehabilitation

It can be argued that for a person the objective is to be a good service provider, they need to be aware of themselves and how they interact with others. As professional practitioners, it is important to be aware of the relationship between the personal, professional and political in the delivery of human services.

The objectives of this module are to develop interpersonal skills, particularly self-awareness; reconstruct a critical incident and experience self and peer feedback. As well as these, to develop an awareness of how the quality of their working life affects the quality of life outside work and vice versa. The students will have also gained a working knowledge of basic management competencies, including teamwork and team building, planning, motivation, interpersonal communication, goal-setting and decision making. The work for this module is done in regional groups with one tutor allocated to each region. This has a two-fold purpose. Firstly, it develops a regional support network for when the students return to their branches, and secondly, for the tutor to become familiar with one group of students, in preparation for the two visits made to each student during their practicum.

One of the main components of this module is the use of the "Images" video series developed by Burford and Fulcher. Images comprises a set of vignettes which are shown to students. The students are provided with a setting and are encouraged to record their responses to what they see. There are no 'right' or 'wrong' answers - the aim is to encourage self-awareness. The topics addressed range from poor customer service, to team work through to more challenging topics such as rape, grief, sexuality and situations specifically tailored to disability issues. The following are some of the comments made by students in the evaluation at the completion of the module.

"Images very good for examining myself and attitudes - didn't always like what I came up with."
"A chance to step out of myself and look at me."
"The experience of doing the critical incidents were valuable even though at first we were not keen to do them."
"The practical exercises were great. You learn so much in a short time. Constructive criticism."
"I liked the 'thinking' opportunities made available as I can now appreciation [sic] some of my actions and thoughts."
"Critical thinking encouraged and developed."

Marae-based Module - Part of Applied Social Research

Professional practice and the delivery of human services in New Zealand cannot ignore the geographical location of these islands in the South Pacific, nor the social and political history of the country from the perspectives of the different people who live here. Patterns of migration and conquest are still important in establishing the unique and culturally diverse population groupings that make up New Zealand. Professional education for practice in the human services must therefore take account of how the variables of culture, gender, class, age and ability impact on the development of quality services for New Zealanders living throughout the country.

This module uses a noho marae (stay-over at a Maori meeting house) format during which students spend five days and four nights living on a marae, participating in the daily rituals of encounter from a cultural perspective, which is likely to be different from that which they are normally accustomed to. During the course of this module students are introduced to the notion of social inquiry and evaluation from a Maori perspective. They consider how the wharenui (meeting house) can be viewed as a research store house and how whakapapa (genealogy) and traditions of oral history have a well established place in the traditions of Applied Social Science research. The cultural expectations associated with gender, class, age and ability are also explored. Ethical decision-making is examined as it relates to questions of assessment and ethical practice as a Case Manager working with people from different cultures. Throughout the week, students are encouraged to personally explore the meanings of cultural safety as it might apply in their own lives and work.

It is unusual for courses in New Zealand to have a noho marae component. Victoria University's Applied Social Sciences Department is one of the few which offers this as part of all the programmes it delivers, seeing it as an integral part of human service delivery in New Zealand. The process for setting up the noho marae is governed by strict protocols which need to be adhered to for the noho marae even to take place. Considerable responsibility is placed on the Maori teaching staff as they hold the mauri (the spiritual obligation to link past with present) during the noho. Many of the students are quite apprehensive about the prospect of going onto a marae, let alone sleeping at close quarters with 40 or

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more people. The perceived psychological risk is comparable to the perceived physical risk of abseiling for some students. Much of this is associated with feelings of guilt with respect to not knowing about Maori protocol and custom, despite having grown up in New Zealand. The experience - like so many other experiential ones - elicits many emotions. Some of the students' comments are as follows:

> "The opportunity to really 'think' about culture, from not only a Maori perspective, but also from my own and others."
> "Have gained an understanding of cultural difference and mostly, have experienced it by staying at Waikawa."
> "Very difficult to learn, remain with a positive open mind due to lack of sleep and communal living."
> "I was able to tell two of the Maui creation stories to a friend in another country. She had been upset and quite distressed to that point - didn't feel she was getting anywhere. She was able to relate the stories back to stories she had heard growing up, from there to her family and structural similarities in the society and from there to some of the history."
> "The only one (change) that comes to mind is if you could change people's attitude and make them more open-minded. Sadly I feel some people have come into this week unprepared to be open-minded and as such have not gained much from the experience."
> "Change is not always comfortable and this needs to be acknowledged."

Future Directions

The first three cohorts totaling 115 mature students to enroll in the Diploma in Rehabilitation Studies have now returned to their branch offices throughout the country where they have completed their supervised practicum and research project. These students and their line managers have provided valuable evaluation feedback in relation to the development of the programme. This feedback has been taken into account when reviewing the sequencing of modules, the specified learning outcomes of each module, the content required and the learning activities used in each component of the programme for cohorts 4 and 5. An external evaluation has been carried out by ARCIC on the transfer of training to the branches in the short term. A longitudinal study over the next 18 months will be carried out by the author as part of her Ph.D. The following are some of the comments made by students at the end of the course:

> "Going outside your comfort zone, pushing yourself to achieve."
> "Being back in the office environment and putting things into practice."
> "Seeing the changes made in my work due to the learning on the course."
> "The opportunity to learn at the pace that was suitable to me."
> "The challenge and sense of achievement."
> "Opportunity to make changes."
> "Application of knowledge at a practical level."

Any further Diploma courses will be open to candidates from the wider rehabilitation field and not be confined to Case Managers from ARCIC. For 1997, an MA (Applied) in Rehabilitation Studies will be available for students with the required prerequisites. This course will be open to rehabilitation professionals from agencies other than ARCIC.

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Biography

Ms Leberman is a lecturer in the Department of Applied Social Sciences at Victoria University of Wellington, New Zealand. She is also a partner in a private consultancy company, specialising in organisational development through the concept of action learning.